

<b>Group</b>	Any special considerations in this group?
	language delayed 3-4 year old students with receptive, expressive and articulation impairments <ul style="list-style-type: none"> <li>• listening skills</li> <li>• answering questions</li> <li>• sequencing</li> <li>• beginning/middle end</li> <li>• simple sentences to describe</li> <li>• verb+ing, labeling, story recall</li> <li>• telling about remote event</li> <li>• *Bobbette- visual impairment</li> </ul>
<b>Goal/ Objective/ Topic:</b>	What will students learn? How will they use target language skills in class? What activity shows that student learned the objective?
	The following IEP goals (not excluding others) will be targeted: <ul style="list-style-type: none"> <li>• Students will answer simple questions about a story presented with picture preview.</li> <li>• Students will describe actions or objects seen in pictures.</li> <li>• Students will sequence pictures to 4-part story or determine next in sequence.</li> <li>• Students will describe a picture using simple sentence or 3-4 word phrase.</li> <li>• Students will recognize/repeat concept vocabulary: on/off; round/square; thin/thick; two/four; big/small; black/white</li> <li>• Students will work on articulation and phonological processes by naming pictures related to the story</li> </ul>
<b>Modality:</b>	Include details such as discussion points, important questions, individual or group product?
	<ul style="list-style-type: none"> <li>• Who wanted to play with Piggie and Gerald?</li> <li>• Tell me about the game they played together.</li> <li>• Why did Brian the snake have a hard time playing catch?</li> <li>• What was Piggie's idea for including Brian in their game?</li> <li>• Tell me about a time you made a new friend.</li> <li>• Tell me about a time you shared your toys.</li> </ul>
Topic: _____ Group: _____ Date: _____	
<b>Materials:</b>	What is needed?

	<p>Book: "Can I Play Too" by Mo Willems</p> <p>Gerald and Piggie dolls</p> <p>Elephant and Pig Masks</p> <p>White board labeled 1-4/Magnets for hanging the pictures</p> <p>4 sequencing pictures</p>
<b>Procedures / Steps</b>	<p>Details which are important to the topic and understanding the lesson.</p> <p>Important background, vocabulary, etc.</p>
	<p>Students have done this type of activity before, but the content changes from week to week.</p> <ul style="list-style-type: none"> <li>• "Today we are going to read a story about Gerald and Piggie. Gerald and Piggie are best friends and love to spend time together."</li> <li>• Begin by pointing out literacy concepts: cover, spine, title, author → "Here is our book- this is the cover and on our cover, we have the title, or name of our story, and the author, or person who wrote the book."</li> <li>• Write story title on the whiteboard</li> <li>• Put the picture cards on the whiteboard in the appropriate places (1-4). Say: "all stories have a beginning, an end, and a few events in between."</li> <li>• Summarize the story. "Today our story begins with (DESCRIBE PICTURE 1). Then (DESCRIBE PICTURE 2). Next (DESCRIBE PICTURE 3). And ends with (DESCRIBE PICTURE 4)"</li> <li>• Previewing the story with the four pictures will help with predictive and comprehension questions during the story reading.</li> <li>• Read the story from the book.</li> <li>• Go back to the four pictures; ask the children if they would like to take a turn summarizing the story for their peers.</li> </ul>
<b>Alignment</b>	<p>Where does this tie in to curriculum or state standards?</p>
	<p>This activity aligns to several strands of the Gold curriculum including literacy, and language. Language strands in this lesson are 8A, 9A, 9B, 9C, 9D, and IEP goals for vocabulary, questions, grammar, sentence length, sequencing, labeling, action words.</p>
<b>Evaluate:</b>	<p>How did the lesson go? What skill or target should be next? Need to re-teach?</p>

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